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ABSTRACT

In this paper identification is made by a Task Force working to develop a new regulation for certification of social studies teachers in the state of Minnesota of desired outcomes for social studies education. Focus in Part One is on community-specific goals for students in the cognitive and affective domains and in skill development. The paper lists those teacher behaviors and competencies in the classroom or in other teaching situations which would facilitate pupil learning of each outcome. Part Two of the paper summarizes teacher competencies indirectly related to goals for students. Teacher behaviors in relationship with the community, professional relationships with school staff, and professional activities to improve competence as a teacher are listed. Competencies which contribute to ability to demonstrate these behaviors are described. Related documents are SO 006 086-89.. (SHM)

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BACKGROUND PAPER

SOCIAL STUDIES TEACHER COMPETENCIES:

COMMUNITY, SCHOOL, AND PROFESSIONAL RELATIONS COMPETENCIES

Introduction

This paper was developed by members of the Task Force to Study Programs Leading to Certification for Teachers in the Areas of Social Studies. It illustrates the approach taken by that Task Force as it worked to develop a new regulation for certification of social studies teachers in the state of Minnesota.

The Task Force has reversed the approach of many of those who have attempted to identify teacher competencies. Rather than beginning with teacher behaviors and knowledge needed to teach social studies, the Task Force began with the assumption that the major way of measuring a teacher's competency should be to assess the degree to which the teacher is able to help pupils make progress toward goals identified for a social studies program. In other words, the Task Force began with a competency model focused upon student outputs rather than with one based upon teacher inputs to the learning process. Such a model seems more appropriate in a day when the public is demanding greater accountability from schools.

The Task Force began its work by identifying a list of social studies outcomes on which members felt there might be considerable agreement. These outcomes are listed in the other two background papers on the cognitive and affective areas. A few are found in the left-hand column of Part One of this paper. Along with the goals from the other background papers, these community-specific goals have been abbreviated and are found in the

condensed version of Competencies found in the Appendix of the Position Statement. It is clear that the Task Force believed it was able to help pupils progress toward goals identified for any class.

Task Force members then tried to identify behaviors in the classroom or in the community which would facilitate pupil learning. Behaviors are found in column two of this paper, opposite the outcome which they should facilitate.

The second column in part one identifies another type of competency. Teachers are asked to identify in this column those behaviors which make possible the teacher's behaviors in column two. They are placed opposite the outcomes which they should facilitate.

The rest of this paper is divided into two parts. The first represents some community-specific behavior which should indirectly lead to the achievement of goals with pupils. The second represents competencies which should make possible the achievement of one. These columns are explained in the remainder of the paper.

The competencies in this background paper are categorized and condensed to get

BACKGROUND PAPER

SOCIAL STUDIES TEACHER COMPETENCIES:

COMMUNITY, SCHOOL, AND PROFESSIONAL RELATIONS COMPETENCIES

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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Introduction

Developed by members of the Task Force on Certification for Teachers in Social Studies. It illustrates the approach as it worked to develop a new method of social studies teachers in

condensed version of Competencies for Social Studies Teachers found in the Appendix of the Position Paper. That list makes it clear that the Task Force believes that teachers should be able to help pupils progress toward social studies goals identified for any class.

reversed the approach of many of those who tried to identify teacher competencies. In social studies teacher behaviors and knowledge studies, the Task Force began with a new major way of measuring a teacher's effectiveness to assess the degree to which the teacher helps pupils make progress toward goals in a social studies program. In other words, the Task Force used a competency model focused upon the teacher rather than with one based upon teacher effectiveness. Such a model seems more realistic in the public is demanding greater results.

Task Force members then tried to identify those teacher behaviors in the classroom or in other teaching situations which would facilitate pupil learning of each outcome. These behaviors are found in column two of the first part of this paper, opposite the outcome which they should help achieve.

The second column in part one of this paper shows another type of competency. Task Force members have tried to identify in this column those behaviors and competencies which make possible the teacher classroom behaviors found in column two. They are placed opposite each of the behaviors which they should facilitate.

In its work by identifying a list of outcomes on which members felt there was agreement. These outcomes are found in the background papers on the cognitive, affective, and psychomotor domains. A few are found in the left margin of this paper. Along with the background papers, these community-abbreviated and are found in the

The rest of this paper is divided into two columns. The first represents some community relations or professional behavior which should indirectly facilitate the achievement of goals with pupils. The second column identifies competencies which should make possible the behaviors in column one. These columns are explained in more detail in the body of the paper.

The competencies in this background paper have been categorized and condensed to get rid of overlap. Those

which are related to competencies found in other two background papers are combined with them in Parts II, III, IV, and V of the condensed version of the Competencies for Social Studies Teachers found in appendix B of the Position Paper. The others have been condensed and included as Part VI of that appendix.

This background paper and the others developed by the Task Force were prepared primarily as a means of identifying broad areas of competencies to be included in the new regulation on certification and in the guidelines to accompany that regulation. Consequently, the papers are not attached to the Position Paper prepared by the Task Force. However, much thought and effort have gone into the development of these papers. Some colleges may wish to use a similar model for developing their programs. If so, they should feel free to make what use they can of this and the other background papers. The Task Force wishes to emphasize, however, that neither the background papers nor the condensed list of competencies found in Appendix B of the Position Paper constitute any required list of competencies to be adopted by Minnesota colleges. Indeed, no institution could hope to develop so many competencies within four or even five years. Nor is the list of competencies comprehensive, long as it is. Each institution must develop its own set of competencies under each broad area identified under section three of the regulation. However, it is not required to use any of the specific suggestions found in the condensed list or this background paper. This paper is being made available only because some educators may find it helpful as they seek to develop their own list of competencies and their own program for developing and evaluating them.

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COMMUNITY, SCHOOL, AND PROFESSIONAL RELATIONS COMPETENCIES

These competencies are divided into two main parts, with each part subdivided. Part one identifies directly related to making progress toward achieving pupils goals in the classroom. Part two identifies indirectly related to this end. Competencies in this second part are divided into three categories: (1) competencies in the area of community-school relationships which make it possible for a staff to improve the curriculum, (2) professional relationship competencies within a staff which make for cooperative relationships between the curriculum and other school programs, and (3) professional relationships which help the teacher achieve pupil goals.

PART ONE: COMMUNITY RELATIONS COMPETENCIES DIRECTLY RELATED TO GOALS FOR PUPILS

MAKES PROGRESS TOWARD
ACHIEVING STUDENT
OUTCOMES LISTED
BELOW

REPRESENTATIVE TEACHER COMPETENCIES AND BEHAVIORS USEFUL
IN ACHIEVING OUTCOMES

Behaviors in Classroom and Other Teaching Situations	Competencies Which Help Achieve Outcomes in Classroom
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I. Cognitive Goals

A. Knowledge and Comprehension.

1. Identifies physical and human resources in the community.

Provides opportunities for pupils to survey community resources for purposes related to topics which they are studying.

Identifies and uses resources in studying community problems in identifying community resources.

Develops a resource list.

Uses human and physical resources of the community to develop or illustrate concepts and generalizations.

Studies the community to identify ways of developing or illustrating concepts or generalizations.

In some classes provides opportunities for direct study of the community as a part of a study of geography or some aspect of community life.

Identifies and uses community resources in studying fieldtrips or speakers.

2. Identifies community problems and agencies or institutions attempting to deal with them.

Uses community issues, problems, and situations where relevant and appropriate, being aware of possible damaging effects from such study which might arouse undue hostility.

Identifies and uses community resources in studying a community problem, a controversial issue, or a community agency.

COMMUNITY, SCHOOL, AND PROFESSIONAL RELATIONS COMPETENCIES

divided into two main parts, with each part subdivided. Part one identifies competencies for progress toward achieving pupils goals in the classroom. Part two deals with competencies related to this end. Competencies in this second part are divided into three types: (1) community-school relationships which make it possible for a staff to improve the school, (2) personal relationship competencies within a staff which make for cooperative efforts to improve school programs, and (3) professional relationships which help the teacher improve his own teaching, indirectly, help achieve pupil goals.

ONE: COMMUNITY RELATIONS COMPETENCIES DIRECTLY RELATED TO GOALS FOR PUPILS

REPRESENTATIVE TEACHER COMPETENCIES AND BEHAVIORS USEFUL FOR HELPING PUPILS ACHIEVE OUTCOMES

Behaviors in Classroom and Other Teaching Situations

Competencies Which Would Help Achieve Teacher Classroom Behaviors

human
ity.

Provides opportunities for pupils to survey community resources for purposes related to topics which they are studying.

Identifies and can explain techniques to use in studying a community, particularly in identifying human and physical resources.

Develops a resource file for his classes.

Uses human and physical resources of the community to develop or illustrate concepts and generalizations.

Studies the community himself/herself to identify ways of using resources to develop or illustrate concepts and generalizations.

In some classes provides opportunities for direct study of the community as a part of a study of geography or some aspect of community life.

Identifies and can explain steps to take in using fieldtrips, interviews, or guest speakers.

problems
tions
them.

Uses community issues, problems, and situations where relevant and appropriate, being aware of possible damaging effects from such study which might arouse undue hostility.

Identifies and can explain techniques to use in studying a community, particularly community problems and issues, including controversial issues.

Identifies commu
which can be use
different types
pupils to engage
for community ag

Identifies perva
in the community
with a study of
require special

Provides opportunities for pupils to
aid in defining and resolving com-
munity problems or at least aid in
collecting information needed to
reach decisions.

Uses some proble
cludes study of
as of value ques

Uses parents and other community
members as resource people in
studying community problems and
agencies

Uses community
and developing

Develops a resov
talk to pupils
interviewed by

Identifies and
use when arrang
speakers or whe
Can explain ways
either.

3. Identifies institutions handling
different social, political, and
economic functions in the com-
munity.

Uses examples of community institu-
tions to teach pupils the meaning of
"function" and of "institution" as
well as to identify specific func-
tions and institutions in the commun-
ity.

Can explain the
of "institution"
omic, and polit
in the community

Gives pupils opportunities to inves-
tigate local institutions to find
out how they carry out certain func-
tions. For example, has pupils study

Identifies and
follow in using
guest speakers.

Identifies community problems and issues which can be used to initiate a study of different types of problems or to motivate pupils to engage in action activities for for community agencies.

Identifies pervading values or conflicts in the community which might interfere with a study of community problems or require special precautions.

Provides opportunities for pupils to aid in defining and resolving community problems or at least aid in collecting information needed to reach decisions.

Uses some problem-solving model which includes study of factual questions as well as of value questions.

Uses parents and other community members as resource people in studying community problems and agencies.

Uses community liaison people in planning and developing programs.

Develops a resource file of people who can talk to pupils or who are willing to be interviewed by them.

Identifies and can explain procedures to use when arranging for and using outside speakers or when arranging for interviews. Can explain ways of preparing pupils for either.

Uses examples of community institutions to teach pupils the meaning of "function" and of "institution" as well as to identify specific functions and institutions in the community.

Can explain the meaning of "function" and of "institution". Identifies social, economic, and political functions carried out in the community by specific institutions.

Gives pupils opportunities to investigate local institutions to find how they carry out certain functions. For example, has pupils study

Identifies and can explain the steps to follow in using fieldtrips, interviews, or guest speakers.

the school as a social institution for carrying out an educational function. Or has pupils examine political institutions in the community, such as the city council, a municipal court, or a city park board as they carry out specific political functions. Or has them examine specific economic institutions such as a business organization or a bank as it carries out certain economic functions.

4. Identifies opportunities within the community, such as educational, economic, and recreational.

Gives pupils opportunities to investigate different types of opportunities within the community which should help enrich their lives and the lives of other members of the community. Where possible, provides opportunities for pupils to use some of these facilities or at least visit them for a short time. Such study might involve investigating, among other things, occupational, further educational, and recreational opportunities. Uses this study to help pupils understand that towns and cities have advantages as well as problems.

Identifies and of the organizations and benefits of the community.

5. Identifies cultural differences existing in the community.

Uses people of different cultural background as resource people to speak to pupils about their cultures or about other topics of interest to them.

Can identify differences in the community.

Gives pupils opportunities to investigate the ethnic backgrounds of pupils and/or people within the community. Involves them in some participatory activities with people of other ethnic backgrounds.

Identifies and use when arranging speakers or into the community.

Identifies possible ways to provide for cooperation in the community of other cultural groups in separate backgrounds in the affective

the school as a social institution for carrying out an educational function. Or has pupils examine political institutions in the community, such as the city council, a municipal court, or a city park board as they carry out specific political functions. Or has them examine specific economic institutions such as a business organization or a bank as it carries out certain economic functions.

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y.

Uses people of different cultural background as resource people to speak to pupils about their cultures or about other topics of interest to them.

Gives pupils opportunities to investigate the ethnic backgrounds of pupils and/or people within the community. Involves them in some participatory activities with people of other ethnic backgrounds.

Identifies and can explain the work of some of the organizations providing opportunities and benefits to people within the community.

Can identify different cultural groups in the community.

Identifies and can explain procedures to use when arranging for and using outside speakers or interviews with people in the community.

Identifies possible activities which would provide for cooperative endeavors or participation in common activities with people of other cultural groups. (See elaboration in separate background paper on competencies in the affective area.)

B. Skills

1. Develops and carries out community surveys based on a questionnaire.

Provides opportunities for pupils to develop questionnaires and conduct surveys in the local community on topics of interest to them. Precedes such activities with a study of sampling and of reliability and validity of questionnaire scales.

Identifies ways of a community. Car questionnaires and pr validity of scale of sampling and v samples.

Develops own ques study.

Identifies limita scale or of a sam

2. Conducts interviews with people in the community; uses interview techniques which are effective in gaining information and which demonstrate courtesy.

Asks pupils to establish criteria for arranging for, preparing for, and conducting interviews. Helps them prepare a guide on conducting an interview.

Identifies behavi arranging, prepar interviews. Ident for avoiding prob ble discourtesy o lead those interv

Provides opportunities for pupils and/or adults to role play both good and poor interview techniques.

Identifies steps

Presented with a identifies ways d the interviewing behavior to put t at ease, to have to have introduce to have asked que more information, interview more to

Provides opportunities for pupils to arrange for interviews and to write letters of appreciation afterwards. Checks letters for usage and for clarity and any expressions which might offend. Helps pupils examine letters in terms of how they will affect those receiving them.

Writes effective and expressing ap

Presented with a an interview or c what a person has in the letter whi which might offer

community
questionnaire.

Provides opportunities for pupils to develop questionnaires and conduct surveys in the local community on topics of interest to them. Precedes such activities with a study of sampling and of reliability and validity of questionnaire scales.

Identifies ways of carrying out surveys in a community. Can explain the use of questionnaires and problems of reliability and validity of scales. Can explain the meaning of sampling and ways of obtaining good samples.

Develops own questionnaire for a sampling study.

Identifies limitations of a questionnaire scale or of a sampling study.

h people in
erview tech-
ive in
which dem-

Asks pupils to establish criteria for arranging for, preparing for, and conducting interviews. Helps them prepare a guide on conducting an interview.

Identifies behavior which is needed for arranging, preparing for, and conducting interviews. Identifies appropriate behavior for avoiding problems arising out of possible discourtesy or other factors which might lead those interviewed to take offense.

Provides opportunities for pupils and/or adults to role play both good and poor interview techniques.

Identifies steps to follow in an interview.

Presented with a video-tape of an interview, identifies ways in which the person doing the interviewing might have modified his behavior to put the person interviewed more at ease, to have avoided antagonizing him, to have introduced himself/herself better, to have asked questions designed to elicit more information, and to have ended the interview more tactfully.

Provides opportunities for pupils to arrange for interviews and to write letters of appreciation afterwards. Checks letters for usage and for clarity and any expressions which might offend. Helps pupils examine letters in terms of how they will affect those receiving them.

Writes effective letters making requests and expressing appreciation.

Presented with a student's letter asking for an interview or expressing appreciation of what a person has done, identifies elements in the letter which are poorly stated or which might offend some adults.

3. Evaluates information and sources of information drawn upon in the community, whether written, spoken, or visual.

See competencies in separate background paper on the cognitive area

See competencies in separate background paper on the cognitive area

Also:

Makes sure that all points of view are presented and that critical comments are examined to help pupils understand possible reasons for information presented. Avoids situations which might antagonize community members.

Identifies pre-
in evaluating
ticularly in s
Can explain wa
uation without

Identifies cri
troverfial iss

4. Organizes data collected in the community and uses some type of visual, written, or oral presentation to present the data effectively.

See competencies identified in separate background paper on cognitive area.

Also:

Gives students opportunities to classify data for particular purposes.

Uses a discussion strategy designed to help pupils classify or organize.

Identifies the
cussion strate
categorize or

Illustrates the purposes and values of using different types of descriptive devices such as charts, graphs, filmstrips, illustrated reports, etc.

II. Affective Goals

1. Shares talents to help others in the community through work with community agencies or community action groups.

Provides opportunities for pupils to become acquainted with community problems and community agencies which are working to overcome them.

Identifies comm
working to alle

Uses people from the community to explain what agencies are trying to do.

Develops a res
community who
ferent agencies
are willing to
students.

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the
oken,

See competencies in separate background paper on the cognitive area

Also:

Makes sure that all points of view are presented and that critical comments are examined to help pupils understand possible reasons for information presented. Avoids situations which might antagonize community members.

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See competencies identified in separate background paper on cognitive area.

Also:

Gives students opportunities to classify data for particular purposes.

Uses a discussion strategy designed to help pupils classify or organize.

Illustrates the purposes and values of using different types of descriptive devices such as charts, graphs, filmstrips, illustrated reports, etc.

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Provides opportunities for pupils to become acquainted with community problems and community agencies which are working to overcome them.

Uses people from the community to explain what agencies are trying to do.

See competencies in separate background paper on the cognitive area.

Identifies precautions which may be needed in evaluating sources of information, particularly in small towns or urban areas. Can explain ways of handling critical evaluation without antagonizing people.

Identifies criteria to use in handling controversial issues.

Identifies the steps to follow in a discussion strategy designed to help pupils categorize or organize.

Identifies community problems and agencies working to alleviate them.

Develops a resource file of people in the community who can discuss the work of different agencies, who speak well, and who are willing to volunteer time to speak with students.

Identifies steps to
resource people as
be interviewed.

Provides opportunities for pupils to
participate in the work of local
agencies.

Identifies types of
which pupils may do
the work of commun

Provides pupils with feedback about
their effectiveness in communicating
with people and in working with the
agencies.

Can explain the im
the learning proce

Provides opportunities for pupils to
exchange ideas and information about
their work. Relates this community
work to other work in course when
possible.

2.Views social science data with
caution; evaluates information and
sources of information before accept-
ing conclusions of source of arriving
at own conclusions.

When pupils engage in investigations
to gain information about the commu-
nity, asks them to evaluate the ways
in which they have collected their
data and the completeness of their
data.

Can explain the im
evaluation of info
of information if
caution in arrivin
social science dat

As pupils study materials provided by
local groups or reported in newspapers,
asks them to look for other sources and
to examine all sources carefully. Uses
examples to illustrate the need for eval-
uating information.

Models the desired behavior.

Can explain the us
effect behavioral

Reinforces behavior when pupils raise
questions about sources, particularly
when they do so without being asked
to evaluate them.

Can explain the us
effecting behavior
ways of reinforcin

Identifies steps to follow when using resource people as speakers or as people to be interviewed.

Provides opportunities for pupils to participate in the work of local agencies.

Identifies types of action activities in which pupils may engage in connection with the work of community agencies.

Provides pupils with feedback about their effectiveness in communicating with people and in working with the agencies.

Can explain the importance of feedback to the learning process.

Provides opportunities for pupils to exchange ideas and information about their work. Relates this community work to other work in course when possible.

When pupils engage in investigations to gain information about the community, asks them to evaluate the ways in which they have collected their data and the completeness of their data.

Can explain the importance of frequent evaluation of information and limitations of information if pupils are to learn caution in arriving at conclusions from social science data.

As pupils study materials provided by local groups or reported in newspapers, asks them to look for other sources and to examine all sources carefully. Uses examples to illustrate the need for evaluating information.

Models the desired behavior.

Can explain the use of modeling behavior to effect behavioral change.

Reinforces behavior when pupils raise questions about sources, particularly when they do so without being asked to evaluate them.

Can explain the use of reinforcement in effecting behavioral change; identifies ways of reinforcing behavior.

3. Rejects single-factor causation of complex problems and also rejects panaceas for such problems.

Provides pupils with opportunities to investigate in some depth one or more social problems in the community. Asks them to hypothesize about causes of the problem and to test their hypotheses against data collected in the community or in other places with similar problems. Interjects other possible causes for study if pupils tend to restrict their hypotheses to one or only several possible causes. Also asks pupils to hypothesize about the consequences of following alternative courses of action and to test these hypotheses against the best data available from similar situations.

Identifies problem-sol development causes of analysis of and which sequences of tives.

Gives pupils opportunities to investigate the historical development of community agencies or past attempts to solve certain problems. Encourages them to look for the unanticipated consequences of such reforms.

Studies local reforms in

Can explain ments some consequences

Models the desired behavior.

Can explain to effect b

Reinforces pupils who exhibit the desired behavior.

Can explain effect beha of reinforce

4. Organizes and carries out action programs in the community.

Encourages pupils to discover community problems and to work out possible action programs to alleviate the problems. However, emphasizes the importance of studying the problem, its causes, and alternative courses of action prior to planning and engaging in action.

Can explain some model analysis of the predict ing difference

Models the behavior in community affairs.

Can explain to effect b

ion of
jects

Provides pupils with opportunities to investigate in some depth one or more social problems in the community. Asks them to hypothesize about causes of the problem and to test their hypotheses against data collected in the community or in other places with similar problems. Interjects other possible causes for study if pupils tend to restrict their hypotheses to one or only several possible causes. Also asks pupils to hypothesize about the consequences of following alternative courses of action and to test these hypotheses against the best data available from similar situations.

Gives pupils opportunities to investigate the historical development of community agencies or past attempts to solve certain problems. Encourages them to look for the unanticipated consequences of such reforms.

Models the desired behavior.

Reinforces pupils who exhibit the desired behavior.

tion

Encourages pupils to discover community problems and to work out possible action programs to alleviate the problems. However, emphasizes the importance of studying the problem, its causes, and alternative courses of action prior to planning and engaging in action.

Models the behavior in community affairs.

Identifies the steps to follow in some problem-solving model which asks for the development and testing of hypotheses about causes of the problem before any thorough analysis of alternative courses of action and which calls for the prediction of consequences of following different alternatives.

Studies local agencies and the history of reforms in the local community.

Can explain the way in which reform movements sometimes lead to unanticipated consequences.

Can explain the use of modeling behavior to effect behavioral change.

Can explain the use of reinforcement to effect behavioral change; identifies ways of reinforcing behavior.

Can explain the steps to follow in using some model of problem-solving which includes analysis of causes and alternatives and the prediction of consequences from following different alternatives.

Can explain the use of modeling behavior to effect behavioral change.

PART TWO: COMPETENCIES INDIRECTLY RELATED TO GOALS FOR PUPILS

Not all learning occurs in the classroom. The social studies teacher plays a teaching role, the community, in non-class activities in the school and in the community. Communities operate on behavior to achieve many goals. Teacher participation in the pursuit of common goals, whether local or global, provides a model for pupils.

A school is limited in what it can do by way of instituting curricular change of programs or if the school does not maintain good relationships with members of the community. Consequently, the teacher promotes good community-school relationships in many ways.

A school is a social institution. It engages in far more than just class activities. It cannot unless all staff members cooperate with each other and assume their fair share of non-class responsibilities.

Much curriculum change involves cooperative efforts by teachers from different areas of instruction. To develop useful curricular programs, teachers must demonstrate a willingness to work on curricular development, and a willingness to make changes in the way he/she has been teaching.

Both society and the social sciences are changing at an ever-more rapid pace. Teachers cannot expect the competencies they need as the result of college training, nor can they expect to continue to operate without persistent efforts to keep up with new literature in the social sciences, with current affairs in educational thought. The professional teacher engages in many activities to achieve greater progress as a means of helping pupils achieve the goals identified for the social studies program.

A. COMPETENCIES IN THE AREA OF COMMUNITY-SCHOOL RELATIONSHIPS

BEHAVIORS IN RELATIONSHIP TO COMMUNITY	COMPETENCIES WHICH CONTRIBUTE TO BEHAVIOR
1. Maintains effective communication with parents and other members of the community in his work as a member of the school staff.	Can explain the importance of effective communication with parents and community if a school has a strong educational program for pupils.
a. Secures cooperation of parents in school activities.	Can explain the advantages of obtaining cooperation from adults in some of school activities.
1) Encourages parental involvement in the curricular and extra-curricular parts of the school program.	of involving them to the best advantage.

PART TWO: COMPETENCIES INDIRECTLY RELATED TO GOALS FOR PUPILS

the classroom. The social studies teacher plays a teaching role, along with other citizens in communities in the school and in the community. Communities operate on the principle of collective teacher participation in the pursuit of common goals, whether local, state, or national, pro-

It can do by way of instituting curricular change of programs outside the classroom if the relationships with members of the community. Consequently, the teacher should be able to promote relationships in many ways.

tion. It engages in far more than just class activities. It cannot operate effectively unless the teacher and assume their fair share of non-class responsibilities.

It requires cooperative efforts by teachers from different areas of instruction. If a school is to achieve these goals, teachers must demonstrate a willingness to work on curricular change, skills in curriculum development, and to make changes in the way he/she has been teaching.

Sciences are changing at an ever-more rapid pace. Teachers cannot hope to develop all of the content of college training, nor can they expect to continue to operate throughout their careers without keeping up with new literature in the social sciences, with current affairs, and with developments in the field. The professional teacher engages in many activities to achieve greater proficiency in his teaching to achieve the goals identified for the social studies program.

COMPETENCIES IN THE AREA OF COMMUNITY-SCHOOL RELATIONSHIPS

RELATIONSHIP TO COMMUNITY	COMPETENCIES WHICH CONTRIBUTE TO ABILITY TO DEMONSTRATE THESE BEHAVIORS
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Relationship with parents and
teacher's role in his work as a member

Can explain the importance of effective communication with parents and community if a school is to be able to develop a strong educational program for pupils.

Teacher's role in school activities.

Can explain the advantages of obtaining help from community adults in some of school activities. Can also explain ways of involving them to the best advantage.

Teacher's role in the curricular
development of the school program.

2) Secures parental consent in writing for taking their children on fieldtrips or sending them on interviews.

Identifies steps which should consent to sending children on fieldtrips. Can explain the 1 Provides other safeguards to c advantages of program.

3) Works with community liaison people in planning and developing programs or policy statements such as a statement on the handling of controversial issues in the school.

Can explain the importance of of community leaders for school

Identifies community leaders w in the community and who should programs and policy statements

Identifies criteria to use in

b. Keeps parents informed of their children's progress and of special aspects of the school's programs in which they are involved.

Can explain the importance of on their children's progress a school. Identifies ways of doing grade reports.

1) Encourages parents to visit regular classes and special school events.

Communicates effectively on a groups.

2) Conducts individual and group conferences with parents in such a way as to increase understanding of the school program and the staff's concern for their children's welfare.

Speaks well in front of large

3) Interprets important aspects of social studies offerings at open house programs or PTA meetings.

Communicates effectively in writing

4) Keeps parents and public informed of school activities through bulletins, class letters, and newspaper articles.

Can explain the importance of community informed about special

5) At times visits pupils' homes to talk with parents and gain an additional perspective on pupils' backgrounds.

Can explain the importance of child and learning more about

c. Works within school policies as well as policies established by the PTA or other cooperating groups in carrying out activities in the community and other extra-curricular programs.

Can explain the importance of community members for such programs

at in writing for taking
trips or sending them on

Identifies steps which should be taken in obtaining parental consent to sending children on interviews or taking them on fieldtrips. Can explain the legal necessity for doing so. Provides other safeguards to convince parents of safety and advantages of program.

liaison people in planning and
policy statements such as a
ing of controversial issues

Can explain the importance of obtaining the backing and help of community leaders for school programs and policies.

Identifies community leaders who represent different groups in the community and who should prove helpful in developing programs and policy statements.

Identifies criteria to use in handling controversial issues.

their children's progress
the school's programs in

Can explain the importance of providing feedback to parents on their children's progress and on their activities in school. Identifies ways of doing so other than sending home grade reports.

visit regular classes and

d group conferences with
as to increase understanding
and the staff's concern for
re.

Communicates effectively on a one to one basis or in small groups.

spects of social studies
e programs or PTA meetings.

Speaks well in front of large groups.

ic informed of school activ-
s, class letters, and news-

Communicates effectively in writing.

Can explain the importance of keeping parents and the community informed about special aspects of the school's program.

' homes to talk with parents
perspective on pupils' back-

Can explain the importance of communicating interest in the child and learning more about a child's background.

ies as well as policies
other cooperating groups in
a community and other

Can explain the importance of obtaining cooperation among community members for such programs.

d. Displays tact and discretion when dealing with community members concerning school functions and problems.

Identifies types of things which members.

Presented with a video tape of a or a teacher-community group meeting which the teacher does which might community members and those which work between school and community.

2. Is active in community affairs and gets to know members of the community in a capacity different from that of a teacher-parent relationship.

Can explain the importance of getting members in unofficial settings, building as a member of the community respect and therefore support for school.

- a. Participates in various community groups, including organizations working with youth outside of the school setting as well as those unrelated to work with young people.
- b. Participates in community activities such as celebrations, social affairs, drives, etc.
- c. In role as a community member, helps explain the school program and so enlists community support. Assists lay groups in understanding modern education.
 - 1) Initiates opportunities to discuss educational problems and accomplishments with friends, neighbors, and community acquaintances. Or explains when asked about school.
 - 2) Accepts invitations to speak upon educational subjects.
 - 3) Displays tact and discretion when speaking about other staff members or the school.

cretion when dealing with community school functions and problems.

Identifies types of things which would antagonize community members.

Presented with a video tape of a teacher-parent conference or a teacher-community group meeting, identifies those things which the teacher does which might antagonize parents or community members and those which would promote good relations between school and community.

ffairs and gets to know members capacity different from that of a hip.

Can explain the importance of getting to know community members in unofficial settings, both for personal satisfaction as a member of the community and in terms of gaining respect and therefore support for his/her program in the school.

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nity activities such as celebrations, drives, etc.

y member, helps explain the school's community support. Assists laying modern education.

ities to discuss educational accomplishments with friends, neighbors, acquaintances. Or explains when asked

s to speak upon educational sub-

discretion when speaking about s or the school.

B. PROFESSIONAL RELATIONSHIPS WITH SCHOOL STAFF

BEHAVIORS IN RELATIONSHIPS TO SCHOOL STAFF	COMPETENCIES WHICH CONTRIBUTE TO A BEHAVIORS
1. Works in a professional way with colleagues on the staff and with administrative officials.	Can explain the importance of main other staff members if one is to b
a. Is friendly, cheerful, and helpful; does not criticize other staff members unprofessionally.	
b. Attends programs and events sponsored by other staff members; informs them of programs he is sponsoring.	Can explain the importance of demo curricular activities, whether one or not.
c. Makes arrangements with staff and administrators well ahead of time if any special program which he/she is sponsoring will interfere with the regular activities of students.	Can explain the need for making pr programs well ahead of time. Ident ments which should be made.
d. Shows flexibility in modifying plans and procedures to fit those of the entire school.	
e. Accepts constructive criticisms and attempts to improve his own teaching effectiveness.	Identifies some of the jobs of sup in a school system. Can explain th
	Can explain the need for all teach petencies beyond those which they service training.
2. Accepts his share of responsibility on staff committees, in planning and supervising extra-curricular activities and other out-of-class activities, in carrying out administrative responsibilities related to class, home-room, or other non-class activities.	Identifies many of the types of re members must assume if a school is provide for pupils' needs.
3. Works with other staff members on curriculum development or evaluation programs.	Identifies educational goals which teachers in all areas.

B. PROFESSIONAL RELATIONSHIPS WITH SCHOOL STAFF

IPS TO SCHOOL STAFF	COMPETENCIES WHICH CONTRIBUTE TO ABILITY TO DEMONSTRATE THESE BEHAVIORS
with colleagues on the staff socials.	Can explain the importance of maintaining good relations with other staff members if one is to be effective as a teacher.
and helpful; does not criticize professionally.	
its sponsored by other staff programs he is sponsoring.	Can explain the importance of demonstrating interest in extra-curricular activities, whether one is the sponsor or advisor or not.
staff and administrators well cial program which he/she is e with the regular activities	Can explain the need for making preparations for special programs well ahead of time. Identifies some of the arrangements which should be made.
ifying plans and procedures re school.	
ticisms and attempts to effectiveness.	Identifies some of the jobs of supervisors and administrators in a school system. Can explain their role in supervision.
	Can explain the need for all teachers to increase their competencies beyond those which they have acquired in pre-service training.
sibility on staff committees, extra-curricular activities ivities, in carrying out ities related to class, home- activities.	Identifies many of the types of responsibilities which staff members must assume if a school is to run efficiently and to provide for pupils' needs.
pers on curriculum development	Identifies educational goals which require cooperation of teachers in all areas.

a. Appreciates the role other disciplines play in a student's educational experiences and cooperates with staff members in those disciplines upon joint projects.

Identifies topics and problems and proposes an interdisciplinary standpoint.

Explains specific ways of working on special projects, correlating units.

b. Works on curriculum development projects in social studies or across discipline lines.

Identifies common steps to working on projects. Demonstrates ability to work in a particular manner.

Can explain the need for social studies of a new curricular program.

Can also explain the advancement of such a program.

4. Works effectively within the school structure, but also is effective as a change agent when the need arises.

Draws upon knowledge of social studies, the formal and the informal, to determine which one is teaching.

a. Identifies the people who must be consulted or kept informed about things which one is doing.

b. Identifies those who can help obtain needed resources or effect changes.

c. Demonstrates familiarity with handbook for teachers and/or for pupils.

Can explain the need for social studies operation of any social organization.

1) Follows proper procedures when asking for materials, arranging for outside speakers, etc.

Identifies the specific problems.

2) Helps enforce school rules; does not decide on his own to enforce only certain ones. Works to gain faculty and administrative support for changes in rules if such changes seem important.

Identifies and can explain the factors hindering social studies.

d. Demonstrates a capacity to become a leader for change when change seems important.

Identifies and can explain the factors hindering social studies and promoting them. Generalizes about ways to increase their chances for success.

1) Assumes leadership in curricular development projects or other programmatic changes.

le other disciplines play in a
nal experiences and cooperates with
those disciplines upon joint projects.

in development projects in social
discipline lines.

in the school structure, but also
nge agent when the need arises.

ple who must be consulted or kept
ngs which one is doing.

ho can help obtain needed resources

ilarity with handbook for teachers

procedures when asking for mater-
for outside speakers, etc.

chool rules; does not decide on his
only certain ones. Works to gain
inistrative support for changes in
hanges seem important.

acity to become a leader for change
important.

hin in curricular development pro-
ERIC matic changes.

Identifies topics and problems which might be approached from
an interdisciplinary standpoint.

Explains specific ways of working with other disciplines on
special projects, correlation of units, or interdisciplinary
units.

Identifies common steps to follow in curriculum development.
Demonstrates ability to work on each of them in an effective
manner.

Can explain the need for some compromise in the development
of a new curricular program.

Can also explain the advantages of group thinking in the
development of such a program.

Draws upon knowledge of social organizations to identify both
the formal and the informal structure of the school system in
which one is teaching.

Can explain the need for some rules and procedures in the
operation of any social organization.

Identifies the specific procedures to be followed.

Identifies and can explain the school rules.

Identifies and can explain generalizations about factors
promoting and factors hindering change. Also identifies
generalizations about ways in which individuals can in-
crease their chances for success in inducing change.

- 2) Persuades others to experiment with some changes.
- 3) Facilitates change by helping those who feel insecure or fear change.

C PROFESSIONAL ACTIVITIES TO IMPROVE PERSONAL COMPETENCE AS A TEACHER

BEHAVIORS WHICH PROVIDE FOR PROFESSIONAL GROWTH	COMPETENCIES WHICH FACILITATE
1. Joins professional organizations at the local, state and national level and participates in their work.	Identifies professional organizations related to social studies teaching.
a. Attends meetings and conferences.	Can explain the purposes and functions of organizations.
b. Helps plan conferences or special meetings.	
c. Serves on committees of organization.	
d. At times helps make a presentation at one of the conferences.	
e. Reads the journals of such professional organizations.	
2. Follows current affairs.	Can explain the importance of current events as a social studies teacher.
a. Reads newspapers, current news magazines, and magazines representing various opinions about current affairs.	Identifies different sources of information and identifies the bias of each.
b. Reads books dealing with current problems.	
c. Views or listens to news programs on TV or radio.	
3. Participates in various activities to improve own knowledge of the social sciences and to keep up with changes in these fields.	Can explain the necessity of continuing education in social sciences because of the rapid changes in the field.

to experiment with some changes.

ge by helping those who feel
change.

C PROFESSIONAL ACTIVITIES TO IMPROVE PERSONAL COMPETENCE AS A TEACHER

VIDE FOR PROFESSIONAL GROWTH

COMPETENCIES WHICH FACILITATE FURTHER PROFESSIONAL BEHAVIORS

anizations at the local, state and
ticipates in their work.

Identifies professional organizations, particularly those
related to social studies teachers.

d conferences.

Can explain the purposes and activities of each of these
organizations.

ces or special meetings.

s of organization.

a presentation at one of the con-

of such professional organizations.

s.

Can explain the importance of keeping up with the news if one
is a social studies teacher.

urrent news magazines, and maga-
various opinions about current

Identifies different sources of information about the news;
identifies the bias of each.

with current problems.

news programs on TV or radio.

s activities to improve own knowl-
ences and to keep up with changes

Can explain the necessity of further reading and study of the
social sciences because of the rapid changes in these fields.

- a. Reads books on a fairly regular basis.
- b. Takes college or in-service courses designed to increase knowledge of one or more of the social sciences.
- c. Travels to widen own knowledge of other places and peoples.
- d. Reads magazines published by professional groups of social scientists; uses their bibliographies to help select books to read.

Identifies weak areas in own preparation to overcome them.

4. Participates in other activities to keep abreast of new educational developments.

- a. Takes college or in-service courses designed to increase knowledge of such developments.
- b. Reads widely about new developments in books and magazines.
- c. Examines and tries out parts of new curricular projects.

Can explain the necessity of following the light of rapid changes in education.

Identifies some of the magazines useful for keeping up with educational developments.

Identifies new curricular projects to try.

5. Tries out new ideas in the classroom, and gets constructive criticism from others. Also uses some system of self-evaluation.

- a. Does not react negatively to constructive criticism.
- b. Cooperates with other teachers on learning new ways of doing things.
- c. Uses a video tape or sound tape of a discussion or other activities in own classroom. Uses some analysis system to analyze pupils' thinking, interaction in the classroom, the classroom atmosphere, and factors which might have improved any of them.

Can explain the need for feedback.

Demonstrates flexibility and feelings about many ideas in student teaching position. Demonstrates willingness to accept criticism and to try to put it into practice.

Identifies several systems of analysis and interaction. Can explain the purposes of such systems.

Uses such systems to analyze transitions or video-tapes of class activities.

lar basis.

Identifies weak areas in own preparation and plans program to overcome them.

courses designed to in-
ore of the social sciences.

ge of other places and

professional groups of
r bibliographies to help

s to keep abreast of new

Can explain the necessity of following new developments in the light of rapid changes in education.

courses designed to in-
elopments.

Identifies some of the magazines which are particularly use-
ful for keeping up with educational developments.

opments in books and

Identifies new curricular projects and sources for locating them.

of new curricular pro-

sroom, and gets construc-
so user some system of.

Can explain the need for feedback in the learning process.

constructive criticism.

rs on learning new ways

Demonstrates flexibility and feelings of security by trying out many ideas in student teaching prior to taking a teaching position. Demonstrates willingness to accept constructive criticism and to try to put it into effect.

ape of a discussion or
sroom. Uses some analysis
inking, interaction in
atmosphere, and factors
y of them.

Identifies several systems of analyzing classroom thinking and interaction. Can explain the use of each and its specific purposes.

Uses such systems to analyze transcripts of classroom discus-
sions or video-tapes of class activities.

6. Reads widely in books for pupils of age which one is teaching. Also previews\new audio-visual materials for them.

Can explain the importance of them prior to use.

7. Uses organizations to find out more about curricular developments and resources for pupils.

Identifies any state agency or consultative help and/or show materials and materials for pu

a. Uses state agencies and, where available, help from colleges and universities.

Examines local library resource resources. Identifies referenc
ials.

b. Uses resource center in area.

c. Becomes acquainted with local and school library materials in own field.

d. Secures help of librarians and uses library reference works to locate appropriate materials.

of age which one is
o-visual materials for

Can explain the importance of using multi-media and evaluating
them prior to use.

ore about curricular
pupils.

Identifies any state agency or organization which can provide
consultative help and/or show or demonstrate new curriculum
materials and materials for pupils.

re available, help from

Examines local library resources as well as school library
resources. Identifies reference tools for locating new mater-
ials.

and school library mater-

and uses library reference
materials.

3. Rejects single-factor causation of complex problems and also rejects panaceas for such problems.

Provides pupils with opportunities to investigate in some depth one or more social problems in the community. Asks them to hypothesize about causes of the problem and to test their hypotheses against data collected in the community or in other places with similar problems. Interjects other possible causes for study if pupils tend to restrict their hypotheses to one or only several possible causes. Also asks pupils to hypothesize about the consequences of following alternative courses of action and to test these hypotheses against the best data available from similar situations.

Identifies the problem-solving development causes of the analysis of and which consequences of tives.

Gives pupils opportunities to investigate the historical development of community agencies or past attempts to solve certain problems. Encourages them to look for the unanticipated consequences of such reforms.

Studies local reforms in the Can explain ments sometimes consequences

Models the desired behavior.

Can explain to effect be

Reinforces pupils who exhibit the desired behavior.

Can explain effect behavior of reinforcement

4. Organizes and carries out action programs in the community.

Encourages pupils to discover community problems and to work out possible action programs to alleviate the problems. However, emphasizes the importance of studying the problem, its causes, and alternative courses of action prior to planning and engaging in action.

Can explain some model of analysis of the prediction different

Models the behavior in community affairs.

Can explain to effect be

Provides pupils with opportunities to investigate in some depth one or more social problems in the community. Asks them to hypothesize about causes of the problem and to test their hypotheses against data collected in the community or in other places with similar problems. Interjects other possible causes for study if pupils tend to restrict their hypotheses to one or only several possible causes. Also asks pupils to hypothesize about the consequences of following alternative courses of action and to test these hypotheses against the best data available from similar situations.

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Models the desired behavior.

Reinforces pupils who exhibit the desired behavior.

Encourages pupils to discover community problems and to work out possible action programs to alleviate the problems. However, emphasizes the importance of studying the problem, its causes, and alternative courses of action prior to planning and engaging in action.

Models the behavior in community
airs.

Identifies the steps to follow in some problem-solving model which asks for the development and testing of hypotheses about causes of the problem before any thorough analysis of alternative courses of action and which calls for the prediction of consequences of following different alternatives.

Studies local agencies and the history of reforms in the local community.

Can explain the way in which reform movements sometimes lead to unanticipated consequences.

Can explain the use of modeling behavior to effect behavioral change.

Can explain the use of reinforcement to effect behavioral change; identifies ways of reinforcing behavior.

Can explain the steps to follow in using some model of problem-solving which include analysis of causes and alternatives and the prediction of consequences from following different alternatives.

Can explain the use of modeling behavior to effect behavioral change.

PART TWO: COMPETENCIES INDIRECTLY RELATED TO GOALS FOR PUPILS

Not all learning occurs in the classroom. The social studies teacher plays a teaching role in the community, in non-class activities in the school and in the community. Communities operate in a certain behavior to achieve many goals. Teacher participation in the pursuit of common goals, whether in the classroom or in the community, provides a model for pupils.

A school is limited in what it can do by way of instituting curricular change of program. If a school does not maintain good relationships with members of the community. Consequently, the school cannot develop good community-school relationships in many ways.

A school is a social institution. It engages in far more than just class activities. Its staff members cooperate with each other and assume their fair share of non-class responsibilities.

Much curriculum change involves cooperative efforts by teachers from different areas of the school. To develop useful curricular programs, teachers must demonstrate a willingness to work on curriculum development, and a willingness to make changes in the way he/she has been teaching.

Both society and the social sciences are changing at an ever-more rapid pace. Teachers must develop the competencies they need as the result of college training, nor can they expect to continue to do so without persistent efforts to keep up with new literature in the social sciences, with current trends in educational thought. The professional teacher engages in many activities to achieve great results, as a means of helping pupils achieve the goals identified for the social studies program.

A. COMPETENCIES IN THE AREA OF COMMUNITY-SCHOOL RELATIONSHIPS

BEHAVIORS IN RELATIONSHIP TO COMMUNITY

COMPETENCIES WHICH CONTRIBUTE TO THE BEHAVIOR

1. Maintains effective communication with parents and other members of the community in his work as a member of the school staff.

Can explain the importance of communication with parents and community if a strong educational program is to be developed.

2. Secures cooperation of parents in school activities.

Can explain the advantages of involving adults in some of school activities and of involving them to the best advantage.

1) Encourages parental involvement in the curricular and extra-curricular parts of the school program.

TWO: COMPETENCIES INDIRECTLY RELATED TO GOALS FOR PUPILS

classroom. The social studies teacher plays a teaching role, along with other citizens in the school and in the community. Communities operate on the principle of collective participation in the pursuit of common goals, whether local, state, or national, pro-

can do by way of instituting curricular change of programs outside the classroom if the relationships with members of the community. Consequently, the teacher should be able to pro- ships in many ways.

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s cooperative efforts by teachers from different areas of instruction. If a school is to teachers must demonstrate a willingness to work on curricular change, skills in curric- to make changes in the way he/she has been teaching.

iences are changing at an ever-more rapid pace. Teachers cannot hope to develop all of the t of college training, nor can they expect to continue to operate throughout their careers up with new literature in the social sciences, with current affairs, and with developments sional teacher engages in many activities to achieve greater proficiency in his teaching e the goals identified for the social studies program.

COMPETENCIES IN THE AREA OF COMMUNITY-SCHOOL RELATIONSHIPS

P TO COMMUNITY

COMPETENCIES WHICH CONTRIBUTE TO ABILITY TO DEMONSTRATE THESE BEHAVIORS

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Can explain the importance of effective communication with
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strong educational program for pupils.

nts in school activities.

Can explain the advantages of obtaining help from community
adults in some of school activities. Can also explain ways
of involving them to the best advantage.

vement in the curricular
ts of the school program.

- 3) Works with community liaison people in planning and developing programs or policy statements such as a statement on the handling of controversial issues in the school.

Can explain the importance of obtaining the support of community leaders for school improvement.

Identifies criteria to use in han

- 5) At times visits pupils' homes to talk with parents and gain an additional perspective on pupils' backgrounds.

Can explain the importance of co
child and learning more about a

- c. Works within school policies as well as policies established by the PTA or other cooperating groups in carrying out activities in the community and other extra-curricular programs.

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Can explain the importance of obtaining the backing and help of community leaders for school programs and policies.

Identifies community leaders who represent different groups in the community and who should prove helpful in developing programs and policy statements.

Identifies criteria to use in handling controversial issues.

Can explain the importance of providing feedback to parents on their children's progress and on their activities in school. Identifies ways of doing so other than sending home grade reports.

Communicates effectively on a one to one basis or in small groups.

Speaks well in front of large groups.

Communicates effectively in writing.

Can explain the importance of keeping parents and the community informed about special aspects of the school's program.

Can explain the importance of communicating interest in the child and learning more about a child's background.

Can explain the importance of obtaining cooperation among community members for such programs.

d. Displays tact and discretion when dealing with community members concerning school functions and problems.

Identifies types of things which members.

Presented with a video tape of a or a teacher-community group meeting which the teacher does which might community members and those which would between school and community.

2. Is active in community affairs and gets to know members of the community in a capacity different from that of a teacher-parent relationship.

Can explain the importance of getting members in unofficial settings, but as a member of the community respect and therefore support for school.

- a. Participates in various community groups, including organizations working with youth outside of the school setting as well as those unrelated to work with young people.
- b. Participates in community activities such as celebrations, social affairs, drives, etc.
- c. In role as a community member, helps explain the school program and so enlists community support. Assists lay groups in understanding modern education.
 - 1) Initiates opportunities to discuss educational problems and accomplishments with friends, neighbors, and community acquaintances. Or explains when asked about school.
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B. PROFESSIONAL RELATIONSHIPS WITH SCHOOL STAFF

BEHAVIORS IN RELATIONSHIPS TO SCHOOL STAFF	COMPETENCIES WHICH CONTRIBUTE TO BEHAVIOR
<p>1. Works in a professional way with colleagues on the staff and with administrative officials.</p> <p>a. Is friendly, cheerful, and helpful; does not criticize other staff members unprofessionally.</p> <p>b. Attends programs and events sponsored by other staff members; informs them of programs he is sponsoring.</p> <p>c. Makes arrangements with staff and administrators well ahead of time if any special program which he/she is sponsoring will interfere with the regular activities of students.</p> <p>d. Shows flexibility in modifying plans and procedures to fit those of the entire school.</p> <p>e. Accepts constructive criticisms and attempts to improve his own teaching effectiveness.</p>	<p>Can explain the importance of working with other staff members if one is to be effective.</p> <p>Can explain the importance of attending curricular activities, whether or not.</p> <p>Can explain the need for making arrangements well ahead of time. Identifies the elements which should be made.</p> <p>Identifies some of the jobs of staff members in a school system. Can explain the need for all to have some service training.</p>
<p>2. Accepts his share of responsibility on staff committees, in planning and supervising extra-curricular activities and other out-of-class activities, in carrying out administrative responsibilities related to class, home-room, or other non-class activities.</p>	<p>Identifies many of the types of responsibilities which staff members must assume if a school is to provide for pupils' needs.</p>
<p>3. Works with other staff members on curriculum development or evaluation programs.</p>	<p>Identifies educational goals with which all teachers in all areas.</p>

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gent when the need arises.

Draws upon knowledge of social organizations to identify both
the formal and the informal structure of the school system in
which one is teaching.

ho must be consulted or kept
hich one is doing.

n help obtain needed resources

y with handbook for teachers

Can explain the need for some rules and procedures in the
operation of any social organization.

dures when asking for mater-
outside speakers, etc.

Identifies the specific procedures to be followed.

rules; does not decide on his
certain ones. Works to gain
trative support for changes in
es seem important.

Identifies and can explain the school rules.

y to become a leader for change
stant.

Identifies and can explain generalizations about factors
promoting and factors hindering change. Also identifies
generalizations about ways in which individuals can in-
crease their chances for success in inducing change.

n curricular development pro-
changes.

- 2) Persuades others to experiment with some changes.
- 3) Facilitates change by helping those who feel insecure or fear change.

C PROFESSIONAL ACTIVITIES TO IMPROVE PERSONAL COMPETENCE AS A TEACHER

BEHAVIORS WHICH PROVIDE FOR PROFESSIONAL GROWTH

COMPETENCIES WHICH FACILITATE F

1. Joins professional organizations at the local, state and national level and participates in their work.
 - a. Attends meetings and conferences.
 - b. Helps plan conferences or special meetings.
 - c. Serves on committees of organization.
 - d. At times helps make a presentation at one of the conferences.
 - e. Reads the journals of such professional organizations.
2. Follows current affairs.
 - a. Reads newspapers, current news magazines, and magazines representing various opinions about current affairs.
 - b. Reads books dealing with current problems.
 - c. Views or listens to news programs on TV or radio.
3. Participates in various activities to improve own knowledge of the social sciences and to keep up with changes in these fields.

Identifies professional organizations related to social studies teaching.

Can explain the purposes and activities of such organizations.

Can explain the importance of following current events as a social studies teacher.

Identifies different sources of information and identifies the bias of each.

Can explain the necessity of following current events in the social sciences because of the rapid changes in these fields.

experiment with some changes.

by helping those who feel
change.

PROFESSIONAL ACTIVITIES TO IMPROVE PERSONAL COMPETENCE AS A TEACHER

FOR PROFESSIONAL GROWTH

izations at the local, state and
ipates in their work.

onferences.

or special meetings.

f organization.

presentation at one of the con-

such professional organizations.

rent news magazines, and maga-
rious opinions about current

ith current problems.

ews programs on TV or radio.

activities to improve own knowl-
ces and to keep up with changes

COMPETENCIES WHICH FACILITATE FURTHER PROFESSIONAL BEHAVIORS

Identifies professional organizations, particularly those
related to social studies teachers.

Can explain the purposes and activities of each of these
organizations.

Can explain the importance of keeping up with the news if one
is a social studies teacher.

Identifies different sources of information about the news;
identifies the bias of each.

Can explain the necessity of further reading and study of the
social sciences because of the rapid changes in these fields.

- a. Reads books on a fairly regular basis.
- b. Takes college or in-service courses designed to increase knowledge of one or more of the social sciences.
- c. Travels to widen own knowledge of other places and peoples.
- d. Reads magazines published by professional groups of social scientists; uses their bibliographies to help select books to read.

Identifies weak areas in own preparation to overcome them.

4. Participates in other activities to keep abreast of new educational developments.

Can explain the necessity of following the light of rapid changes in education.

- a. Takes college or in-service courses designed to increase knowledge of such developments.
- b. Reads widely about new developments in books and magazines.
- c. Examines and tries out parts of new curricular projects.

Identifies some of the magazines useful for keeping up with educational developments.

Identifies new curricular projects and tries them.

5. Tries out new ideas in the classroom, and gets constructive criticism from others. Also uses some system of self-evaluation.

Can explain the need for feedback and self-evaluation.

- a. Does not react negatively to constructive criticism.
- b. Cooperates with other teachers on learning new ways of doing things.
- c. Uses a video tape or sound tape of a discussion or other activities in own classroom. Uses some analysis system to analyze pupils' thinking, interaction in the classroom, the classroom atmosphere, and factors which might have improved any of them.

Demonstrates flexibility and feelings about many ideas in student teaching position. Demonstrates willingness to accept criticism and to try to put it into practice.

Identifies several systems of analysis and interaction. Can explain the purposes of such systems.

Uses such systems to analyze transactions or video-tapes of class activities.

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ssroom. Uses some analysis
hinking, interaction in
m atmosphere, and factors
ny of them.

Identifies weak areas in own preparation and plans program
to overcome them.

Can explain the necessity of following new developments in
the light of rapid changes in education.

Identifies some of the magazines which are particularly use-
ful for keeping up with educational developments.

Identifies new curricular projects and sources for locating
them.

Can explain the need for feedback in the learning process.

Demonstrates flexibility and feelings of security by trying
out many ideas in student teaching prior to taking a teaching
position. Demonstrates willingness to accept constructive
criticism and to try to put it into effect.

Identifies several systems of analyzing classroom thinking
and interaction. Can explain the use of each and its specific
purposes.

Uses such systems to analyze transcripts of classroom discus-
sions or video-tapes of class activities.

Reads widely in books for pupils of age which one is teaching. Also previews new audio-visual materials for them.

Uses organizations to find out more about curricular developments and resources for pupils.

- a. Uses state agencies and, where available, help from colleges and universities.
- b. Uses resource center in area.
- c. Becomes acquainted with local and school library materials in own field.
- d. Secures help of librarians and uses library reference works to locate appropriate materials.

Can explain the importance of using them prior to use.

Identifies any state agency or organization for consultative help and/or show or demonstrate materials and materials for pupils.

Examines local library resources as resources. Identifies reference tools.

ls of age which one is
adio-visual materials for

Can explain the importance of using multi-media and evaluating
them prior to use.

more about curricular
pupils.

Identifies any state agency or organization which can provide
consultative help and/or show or demonstrate new curriculum
materials and materials for pupils.

ere available, help from

Examines local library resources as well as school library
resources. Identifies reference tools for locating new mater-
ials.

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cal and school library mater-

and uses library reference
materials.